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## **IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)**

### **Quarterly Technical Report**

**July -September 2005**



**Submitted by:**

**American Institutes for Research**

**With:**

**The Aga Khan Foundation  
The Joseph P. Kennedy Jr. Foundation**

**October 30, 2005**

**U.S. Agency for International Development  
Associate Award No. 623-A-00-04-00014-00  
under Cooperative Agreement No. GDG-A-00-03-00006-00**

## **ACKNOWLEDGEMENT**

This report was made possible through support provided by the Tanzania Mission of the U.S Agency for International Development (USAID), as a part of EQUIP 1 funded project Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) – Associate Award No. 623-A-00-04-00014-00 under the Cooperative Agreement No. GDG-A-00-03-00006-00 carried out by the American Institutes for Research, in partnership with Aga Khan Foundation and Joseph P Kennedy Jr. Foundation.

**ACRONYMS**

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU	Aga Khan University
ARC	American Rescue Committee
ASTC	Advanced Secondary Teacher's Certificate
CBT	Centre Based Training
CDC	Community Development Committees
CEELM	Certificate in Education: Education Leadership and Management
CEP	Certificate of Education Program
CHANGAMOTO LPF	Changamoto Life Preservation Fund
CRT	Community Resource Team
CSO	Civil Society Organization
CT	Core Team
CWD	Children with Disabilities
ECD	Early Childhood Development
ELITE	The Education and Literacy Improvement Club
EQUIP1	Educational Quality Improvement Program Award 1
FAWE	Forum for African Women Educationalists.
FGD	Focus Group Discussion
IE	Inclusive Education
IED	Institute for Educational Development
JPKE	Joseph P. Kennedy Jr. Foundation
KIJIMA	Kamati ya Kuendeleza Elimu Jimbo la Makunduchi
KONDEO	Konde Development Organization
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoECS	Ministry of Education, Culture and Sports
MPESO	Mkoani Poverty Elevations Society
MRC	Madrasa Resource Centre
NGORC	Non Governmental Organization Resource Center
NTRC	Nkrumah Teachers Resource Centre
NTTC	Nkrumah Teachers Training College
ODC	Ole Development Committee
PDC	Professional Development Center
PIRO	Pemba Island Relief Organization
SMC	School Management Committee
SNE	Special Needs Education
TAP	Teacher's Advancement Program
TC	Teacher's Centre
TCMC	Teacher Centre Management Committee
TOT	Trainer of Trainer's
USAID	United States Agency for International Development
UWZ	Umoja wa Watu Wenye Ulemavu Zanzibar
ZACA	Zanzibar Association for Children Advancement
ZAPDD	Zanzibar Association for People with Developmental Disabilities
ZIA	Ziwani Islamic Association
ZINGOF	Zanzibar International NGO Forum
ZMRC	Zanzibar Madrasa Resource Center

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## **EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)**

### **Improving the Quality of Learning in Zanzibar (MKEZA) Quarterly Technical Report July 2005 – September 2005**

#### **PREAMBLE**

Project Title: Improving the Quality of Learning in Zanzibar (MKEZA)

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00043-00  
under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

Reporting Dates: July 1, 2005 – September 30, 2005

Project Start Date: May 1, 2004

Project End Date: April 30, 2006

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## 1.0 EXECUTIVE SUMMARY

*Mradi wa Kuendeleza Elimu Zanzibar* (MKEZA) project implemented various activities consistent with and supportive of the USAID's education program priorities as well as the government of Zanzibar's Ministry of Education, Culture and Sports (MoECS) policies as outlined in the overall MKEZA project goal and the subsequent inter-immediate results. The activities implemented conformed to those identified in the quarterly work plan (July - September 2005).

Overall the project ensured that all the planned activity occurred, even with the challenges of change over in management due to exit of the previous Chief of Party (COP). Core team in collaboration with Joseph P. Kennedy Jr. Foundation (JPKF) conducted training for teachers from the 10 pilots schools on the inclusive education. The CT also funded the girls' science camp held in Pemba which provided an opportunity for 48 secondary school-going girls to learn and carry out science experiments.

The Teachers Advancement Program (TAP) ensured that the Advanced Science Teachers Course (ASTC) curriculum developed was validated and approved by the MoECS. TAP continued the writing, editing and production of the ASTC modules and 52 out of 60 units have so far been completed. The completed units include; ten units each for Biology, Chemistry, Physics, Mathematics; six units for civics; two supplementary English units, one unit each for Educational Technology; Improvisation; Laboratory Management. The program carried out an ASTC induction training to 105 teachers (29 females and 76 males) and of those inducted 91 (29 females and 62 males) teachers enrolled in the actual training. The delivery of the course will be done through the 3 pilot Teacher Centers of Dunga, Kiembe Samaki and Michakaeni.

Professional Development Centre (PDC) program continued with the phase two of training the ASTC trainers through mentoring and classroom observation activities. PDC is currently training 25 (20 males and 5 females) trainees in the skills required to train ASTC trainees. The program also conducted short courses for Regional Education Officers (REO) and District Education Officers (DEO) from Pemba in Education Leadership and Management. 42 (36 males and 6 females) participants attended the ASTC training from both Unguja and Pemba.

Zanzibar Madrasa Resource Center (ZMRC) continued to work towards improving early learning readiness. At the school and community level, ZMRC supported 103 School Management Committee (SMC) members as well as 94 teachers out of the 115 (62 in Unguja, 53 in Pemba) new teachers from 18 new schools in active learning methodologies through the mentoring program. The project has also continued sensitizing the community in Unguja in order to enroll two new communities for establishment of Madrasa pre-schools. During this quarter, ZMRC identified 6 teachers from two communities for training, which brings to 20 new Madrasa pre-schools supported by MKEZA.

At the civil society level, the NGORC developed a manual in advocacy and campaigning to be used by the 10 Civil Society Organizations (CSO) (5 from Pemba and 5 from Unguja) in advocating for the needs of pupils with disabilities and the girl child. They also held a public forum, 150 people participated, of whom 52 female and 98 male participants were engaged in discussions concerning the plight of the disabled children. The objective of this forum was to create awareness to the general public about the needs and rights of education for children with disabilities as well as to garner recommendations to be forwarded to the respective institutions for action. These forums are expected to increase awareness aimed at improving access to education for children with disabilities (CWDs).

The new US Ambassador to Tanzania, Michael L. Retzer, visited Zanzibar meeting with MoECS key officials and MKEZA project sites. He toured a pre-school and a Teacher Centre previously visited by the First Lady, Laura Bush. He was pleased with the activities of MKEZA and pledged continued support of education initiatives in Zanzibar.

## **2.0 PROJECT SUMMARY**

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support and accountability.

MKEZA is carried out by the EQUIP1 consortium. The American Institutes for Research (AIR) serves as the recipient of the grant, providing management support to the project. Aga Khan Foundation is the lead agency in Zanzibar, and through its partners and a core team implements MKEZA activities. The core team is led by the Project Director and a complement of technical experts who help to share and track program lessons, add technical depth and strengthen relationships with other actors, including government. In addition, AKF works through several of its existing projects to implement the program. The Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educational infrastructure in Zanzibar to enhance teacher skills. The Madrasa Resource Center (MRC) works with community-run Madrasa pre-schools to enhance educational opportunities for young children, and the NGO Resource Center (NGORC) helps to strengthen civil society organizations in their approaches to working with communities and policy makers.

In addition, the Joseph P. Kennedy Jr. Foundation works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. AIR manages those inputs in consultation with the field team, as well as distribution of funds to the Ministry of Education, Culture, and Sports (MoECS) for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centers and schools and enhance new teacher skills being developed through other parts of the program. The MOECS is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

## **3.0 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD**

During this quarter, MKEZA program carried out a considerable number of activities through its various partners as well as a mid-term evaluation of the project. Strategic planning meetings were held with the stakeholders, including MoECS, to report on MKEZA activities as well as to plan for next quarter's activities.

The following activities were accomplished during the quarter and are described as per objective:

- 3.1 Objective 1:** Support the improvement of instruction and learning in secondary schools

*Deliver ASTC Training of Trainers for NTTC, NTRC and TCs staff.*

Professional Development Centre (PDC) continued the implementation of phase two of the training of trainers (TOT), a component of the Advanced Secondary Teachers Certificate (ASTC) course, which began in July, and is currently ongoing. Twenty-five participants are currently being trained who include teachers, subject coordinators, subject advisors and teacher trainers from Nkrumah Teachers Training College (NTTC). Among the 25 participants 10 (8 males and 2 females) are from Pemba and 15 (12 males and 3 females) are from Unguja islands.

During this phase, participants are being observed and given support as they implement the skills they acquired during phase one training. The mentoring and observation phase ensures that the participants have improved their knowledge and teaching methods in order to train ASTC trainees. In Unguja, was developed to assess the TOTs during their micro-teaching, lesson plan and workshop organization skills. In Pemba, ASTC TOTs were observed as they facilitated demonstration lessons. It is during the demonstrations that they were supported and mentored. All the participants showed improved skills in facilitation, improvisation of teaching learning materials, microteaching and the use of English in the classroom.

*Assist NTTC in strengthening certificate and diploma courses*

One activity in this area was to award a scholarship to a selected candidate to complete a Masters of Education at the Aga Khan University. The visa for the selected candidate is currently being processed at the Pakistan High Commission in Kenya. The course is expected to start in the September 2005.

In addition, the Educational Management Diploma at NTTC was reviewed by the Head of Educational Management and Faculty of Aga Khan University – Institute for Educational Development (AKU-IED). A draft review report has been presented to PDC East Africa (EA) and IED EA for comments. The final report, which is still in progress, will be handed over to the Ministry of Education in Zanzibar and the NTTC for implementation.

*Implement Certificate for Education: Educational Leadership and Management (CEELM) TOT for TC coordinators, NTTC, inspectors and NTRC*

The planning, development and delivery for the CEELM was accomplished last quarter. A certification ceremony is currently being organized and all the course participants who completed the course will be awarded Certificates from the AKU- IED. The certificates to be given to the graduates have been printed. Ten (40%) of the course participants have graduated. This includes 1 female and 4 males from Pemba, and 2 females and 3 males from Unguja.

*Conduct short courses for District Education Officers (DEO's) and Regional Education Officers (REO's) on educational management*

PDC EA has selected 14 cooperating schools in Pemba to work with. A planning meeting was held at PDC office where the criteria of selecting cooperating schools was discussed and agreed upon. Methods of data collection were also discussed.

In August a needs assessment tool was developed and used during a needs assessment workshops that targeted school inspectors, Teacher Training coordinators, REO, DEO and Teacher Center coordinators from Pemba and Unguja. The assessment tool was used to develop short courses in Educational Leadership and Management. The two courses were conducted in September. The first one targeting REOs and DEOs took place on the 1<sup>st</sup> of September and included 25 participants including 15 (14 male and 1 female) from Unguja and 10 (8 male and 2 female) from Pemba. The second course held in Pemba on September 26-28 targeted head teachers and 17 participants (14 male and 3 female) attended. The Pemba in-service training and counseling officer also participated



in the workshop. These short courses are being offered to educational officials, heads of educational institutions and teachers in Pemba.

*Strengthening secondary school management*

NGORC conducted training on organizational development to five CSOs in Unguja and five in Pemba regarding resource mobilization. In Unguja, this involved 16 participants comprising 13 males and 3 females from CHANGAMOTO LPF, the ELITE, KIJIMA, ZACA and ZAPDD. In Pemba, there were 15 participants including 5 females and 10 males from PIRO, MPESO, KONDEO, ODC and ZIA. 30 CSO members including 7 females and 23 males from the 10 CSOs were trained on facilitation skills. The aim of training on facilitation skills to selected trainers was to enhance their capacity to know their roles as facilitators and to improve their facilitation skills, so that they can provide quality training to SMCs/CDCs in their communities.

*Develop and review ASTC curriculum*

The ASTC course curriculum developed by TAP has been approved and validated by the MoECS. However in order to ensure that the ASTC curriculum is of high quality, TAP has negotiated with Zanzibar University faculty of science lecturers to get feedback on how to improve the ASTC course. Priority areas of review are training program, assessment methods, the weighting of coursework assessment and examinations.

*Develop modules and materials which includes module on creation and use of locally made materials*

TAP has completed the writing of 52 of the 60 units to be provided for the delivery of the ASTC curriculum. The completed 52 include: 10 units each for Biology, Chemistry, Physics, Mathematics, 6 units for civics, 2 supplementary English units, and one unit each for Educational Technology; Improvisation; Laboratory Management. Units still being written are one unit each on civics, strategies for large classes, gender issues, supplementary English, as well as 4 advanced studies units. All unwritten units listed are for year 2 of the ASTC course set to begin in August/September 2006.

Twelve science and mathematics units, one supplementary English unit, and one educational technology unit have been printed and are available for distribution to the ASTC trainees. Moreover, due to the need of the trainings to design and develop a safe, practical and cheap science teaching and resource area, a one-day workshop was organized. This included TC Science and Mathematics Advisors, 2 school inspectors, the National TC Coordinator, a head teacher, a science teacher, the Principal Technician for the NTRC and NTTC and a Government Building Inspector. Two designs for such an area were presented, both including ideas about storage shelves and cupboards, large tables, stools, sink, water supply and septic tank. Local materials were proposed and costs were estimated at around 3 million Tanzania shillings, or \$3,000.

*Deliver ASTC to improve capacity of secondary school teachers*

This past quarter saw the delivery of the Induction for ASTC trainees on July 4<sup>th</sup> – 29<sup>th</sup> 2005 in both Unguja and Pemba. Of the 105 trainees present, 29 were female and 76 were male. TAP, PDC and MKEZA CT staff as well as previously selected ASTC trainers facilitated the induction training. The induction included topics on professional ethics, teaching methodology, subject content, use of English for classroom management, study skills, gender and special needs issues, improvisation and microteaching. There was a week of classroom observation that involved collection of data, analysis and discussion of issues arising, including male and female participation rates. The training was officially opened by MoECS Commissioner, Bi Maryam Yussuf.

Core Team facilitated the Topic on the Improvisation of Instructional Materials during the Induction Program for ASTC trainees both in Unguja and Pemba. The ASTC trainees were given sessions on how to make and use low cost instructional materials using locally available resources. During the evaluation made by the trainees, the improvisation topic ranked first in Unguja and second in Pemba

out of 14 topics given during the Induction Program. The CT also facilitated a session on Special Needs Education during the TAP ASTC Induction course. The session on SNE covered the following areas: Understanding the meaning of SNE as opposed to education for children with disabilities; who are the children with SNE; what causes learning difficulties and effective participation for children with special educational needs; management of an inclusive class including development of appropriate teaching aids using locally available materials; and parents and community support for effective implementation of SNE interventions.

TAP begun conducting training for Module 1 of the ASTC training course from September 7<sup>th</sup> -30<sup>th</sup> 2005 for 91 (29 females and 62 males) teacher trainees. The trainees, who are all in-service, attend classes every Wednesday and Saturday each week from 105 participants in the Induction course to 91 in Module 1. Most of the potential trainees who attended the Induction course but did not participate in Module 1 training took up diploma courses at NTTTC or degree courses at Chukwani Muslim College and Dar es Salaam University.

*Equipping secondary schools with appropriate textbooks and laboratory equipment*

In consultation with AIR, the MoECS advertised the bid for educational and technical book that were not sufficiently met through the original procurement process. MOECS postponed the Steering Committee to October to present and approve the recommendations. Books are expected to be delivered in the next quarter.

**3.2 Objective 2:** Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn

*Provide support Teacher Advisors through in-service mentoring program*

PDC, through the CE: Science Training of Trainers (TOT) course, was able to design and deliver the mentoring module of the TOT. The course covered modules on mentoring and peer coaching and targeted primary school science teachers.

PDC conducted a follow up workshop for school inspectors in Zanzibar on September 14<sup>th</sup> as part of its strategy to strengthen primary school management. Fourteen inspectors (10 males and 4 females) attended.

*Develop of modules on how to make locally available demonstration materials for science teachers at primary level*

The development and delivery of the module for In-service Teachers (INSET) and Pre-service Teachers (PRESET) on how to make locally made materials for science classes was accomplished through the CE: Science course last quarter. The CT supported the PDC PRESET Program at NTTTC by facilitating the No Cost/Low Cost workshop for PRESET students held on September 15, 2005. Additional workshops for pre-service students on improvisation of materials are expected to be held weekly until March 2006 beginning in the next quarter. This is expected to include 28 PRESET students (19 males and 9 females).

*Facilitate MoECS to access the in-service needs of math, English and science teachers*

PDC uses the understudies' strategy to build the capacity of NTTTC staff in preparation for the delivery of the ASTC course. Three participants were selected to understudy CE: Teacher Education course. One participated in the first phase of the CE: Teacher Education course. The three participants are currently involved in the second phase of the course. They are participating in classroom observation and mentoring of the CE: Teacher Education course participants. By the end of the course, the understudies are expected to be able to facilitate or co-facilitate future courses.

PDC also conducted short courses for teachers on “how children learn and methods of cooperative learning” for 26 teachers (15 males and 11 females). The course was aimed at ensuring that teachers use participatory learning during classroom teaching and involve all pupils in their teaching.

#### *Train 100 teachers in 20 new schools*

Twenty-one Centre Based Trainings (CBT) were conducted for 94 teachers out of the 115 new teachers (62 in Unguja, 53 in Pemba) from 18 new schools including 16 that joined the program in August 2004 and two that joined the program in May 2005. The teachers were trained in the development of learning materials, the use of active learning strategies, and parent involvement. Teachers from the sixteen schools that joined the program in August 2004, including 10 in Unguja and 6 in Pemba, also wrote their first year examinations as part of the teacher assessment for certification.

ZMRC has continued to mobilize two communities in Unguja to join the MRC programme to bring up the number of new communities joining the programme in this phase to 20. After interviewing 24 candidates from the two community schools of Kidoti and Mwanyanya, 6 new teachers from each school were selected by the communities. Orientation for these new teachers has been planned for the first week of October and will be conducted jointly with training for SMC members from these communities. ZMRC trainers have planned a new session for orientation training to emphasize the importance of including parents in children’s learning and school activities.

#### *Train SMCs in 20 new communities.*

Five CBTs were conducted for 103 SMC members out of 173 SMC members from the 18 new communities. One CBT was conducted in Pemba for SMC members from the two new Madrasa communities that joined the program in May 2005. ZMRC Community Development Officers (CDO) supported SMC members, community members, and parents to address issues regarding schools’ physical structures, increasing the number of pieces of outdoor play equipment, financial record-keeping, fee collection, and community involvement. Currently administrative and financial records are available in all 18 new schools.

Furthermore, CDOs have met with SMC members in new communities to identify challenges in improving physical structures and potential ways forward. There is a notable improvement in the new communities as nine of the ten schools in Unguja have completed their physical structures including the construction of toilets. Four new Madrasa pre-schools finished plastering the inside of their classrooms and additional classrooms are in the process of being constructed.



*A plastered classroom at Madrasat Najjab in Mkokotoni, equipped with learning materials and decorated with pictorial charts*

Of the 16 schools that joined the programme in August 2004, 13 have constructed at least four pieces of outdoor play equipments, indicating that they are on track to completing the minimum certification requirement of 8 playing structures. The two new schools in Pemba, which joined in July 2005, are still working on completing their first outdoor play structures.

All 16 new schools that joined in August 2004 have formed parent support groups. SMC members from Madrasat Nurul Islamiya in Jendele have joined with parents to form the Parent Advisory Committee, a group that is working to mobilize other parents and community members to participate in school activities. Parents at Masrasat Tahfidh in Pale are operating a feeding program for all children at the school. The parents are also cultivating the field next to the school in order to

contribute for the feeding program. Plans are also underway to sell extra potatoes and cassava to supplement teachers' salaries.

*Train teachers in 20 ECD graduate communities to monitor, observe, write and share learning outcomes*

In Unguja, three CBTs were conducted for 31 of 57 teachers, including Head and Lead Teachers as Community Resource Teams (CRT) members, from 12 ECD graduate schools,. In addition, one CBT was held for 48 CRT members. In Pemba, one CBT was conducted for CRT members from 8 ECD graduate schools. The training entailed Parent/Community Support for School Activities including children learning, Facilitation Skills and HIV/AIDS as it relates to children.

During the month of September, ZMRC supported Zanzibar Madrasa Preschool Organization (ZMPO) members and CRTs to plan and facilitate workshops about HIV/AIDS and children. ZPMO members facilitated 10 on-site workshops for 34 graduate schools in Unguja regarding prevention of HIV/AIDS to children. Participants included teachers, SMC members, and parent representatives from each school.

*Provide follow-up support for teachers in 20 new communities on active learning/parent support*

Through follow-up visits, trainers have supported 115 teachers (62 teachers in Unguja and 53 teachers in Pemba) from 18 new schools to implement active learning principles, work with parents, and improve the indoor learning environment. In Unguja, new schools were visited at least fortnightly during this quarter, while in Pemba; schools were visited three times a month.

*Provide follow-up support to teachers in 20 ECD graduate communities on learning outcomes and active learning*

In Unguja and Pemba, monthly visits were conducted to 20 ECD graduate preschools during this quarter. Trainers supported teachers in active learning methodology, child monitoring, and material development. Trainers also observed the extent to which teachers are still implementing active learning and advised them on strategies to re-enforce active learning practices. Head teachers and lead teachers, as CRT members, were supported to work with SMCs and other teachers to identify challenges to active learning and strategies to address them.



Children at Madrasat Hidayat Islamiya in Donge Mtambile using learning materials to do an activity in Math during small group time

A teacher evaluation tool has been piloted in two pre-schools (Madrasat Iman Islamiya in Kibweni and Madrasat Sirati Nnabii in Karakana). Trainers assessed head and lead teachers to pilot the tool and the results of the teachers' performance form were shared with teachers. Areas for improvement in teacher-child interaction and other aspects of active learning were then discussed.

ZMRC has encouraged development of parents support groups and in Unguja, 8 of 12 ECD graduate schools have active parent support groups that assist teachers in extending children's learning, collecting learning materials, and other ECD issues.

*Provide follow-up support to 40 graduate communities on active learning*

ZMRC trainers and CDOs have continued to conduct monthly visits to 36 graduate schools (20 Unguja, 16 Pemba). Trainers worked with teachers, SMCs members, and parents to increase teaching materials, improve aspects of active learning, and increase parental involvement in school activities. CRTs within these schools were supported to identify gaps in preschools' sustainability and identify strategies for addressing them.

*Review and support government pre-primary teacher training approaches*

The Memorandum of Understanding (MoU) between ZMRC and Education Department of the MoECS on working together to improve the quality of education at the pre-school has been edited to include feedback given from various officials during this quarter. The work of improving the MoU will continue and the draft will be shared again with a lawyer before signing with the Department of Education. Due to some delays related to sharing the document with all involved parties for feedback to ensure that the document is agreeable and lawful, the MoU was not signed this quarter. However, it is expected that the MoU will be signed soon and allow other activities to proceed.

ZMRC participated in a workshop organized by MoECS to review the curriculum for government nursery schools. Methods currently being used by ZMRC which include active learning and an inclusive approach to ECD issues were suggested to be incorporated in curriculum.

*Train head teachers/ lower primary section leaders on roles in transition [pre-primary to primary]*

Transition from pre to primary school activities have continued in the pilot schools in both Unguja and Pemba. In Unguja, two CBTs were conducted on developing children storybooks. As a result, five story books have been completed and are currently being used by both preschool and primary school teachers in pilot primary and Madrasa pre schools. A training needs assessment has also been done for workshops involving the teachers from pilot pre and primary schools. During the last workshop in Unguja, teachers requested that the next workshop focus on classroom management. In preparation for this training, members of ZMRC staff are collecting video clips of classroom practice in the pilot schools.

*Procurement of Primary textbooks*

MoECS are using textbook procurement funds to develop textbooks for standards 1-3 in Math and English specifically for Zanzibari children. Bidders submitted a camera ready copy of chapter one and editorial comments for the remaining chapters. Bids were reviewed and recommendations drafted. MOECS postponed the Steering Committee to October to present and approve the recommendations. Due to the necessary development time, books will be delivered in March.

### 3.3 **Objective 3:** Provide support to those with disabilities to ensure a quality education

*Identify and support interventions to address children with special needs*

NGORC held a public forum in Pemba regarding children with disabilities and their rights to education. This involved the two districts of Micheweni and Wete. One hundred and fifty people participated, of whom 52 were female and 98 male. Participants included teachers who support CWDs, SMC and CDC members, local authorities (Shehias), parents of children with disabilities, and religious leaders.

The aim of the forum was to create awareness of the general public of the needs of children with disabilities and their right to education as a fundamental human right. Furthermore, the forum intended to gather recommendations on the issue, which could be forwarded to the relevant institutions for further action and consideration, with a view to promote the access to education of children with disabilities (CWDs).

NGORC, in collaboration with MKEZA CT, developed a training module to train CSOs on campaigning and advocacy for children with special needs. Fifteen participants attended, 5 of whom were female and 10 male. They came from partner organizations including, ZMRC, MKEZA and NGORC, MOH, MOECS, ZAPDD and UWZ. Two regional consultants facilitated the process of module development. NGORC has completed the pre-testing of the module with the 10 CSO from Pemba and Unguja. At minimum the module contains:

- Campaign and advocacy strategies and techniques for rights on education of CWDs.
- Identification of areas of intervention for campaign for inclusive education for CWDs (i.e. schools, families, government as well as in the community).
- Identification of issues for campaign and advocacy for education of CWD.

*Strengthen the capacity of the MoECS and NGOs to address the challenges identified regarding children with disabilities*

In August, the CT, in collaboration with JPKF and regional consultants, conducted a preliminary assessment of the current field practice on Special Needs Education in Zanzibar. The assessments were carried out through classroom observations and focus group discussions with key stakeholders from 4-12 August 2005. Focus group discussion participants included Ministry of Education officials, community leaders, school administrators, head teachers, MKEZA project partners, Special Needs Education NGOs in Unguja and Pemba, Teachers and parents. A total of 277 key stakeholders participated (155 males and 122 females). The consultants visited and conducted observations of 7 of the 20 MoECS inclusive education pilot schools.

During the assessments, MoECS and key stakeholders strongly recommended that MKEZA CT and JPKF, under the guidance of the Special Needs Education Division of MoECS select new pilot schools to work with and to provide in-service training on inclusive education to the teachers. It was decided that additional in-puts from MKEZA CT and JPKF to the existing 20 pilot schools would influence set targets and indicators for tracking Inclusive Education (IE) impact on the existing IE pilot schools since JPKF interventions exceed the expectations of the initial project design. Secondly, the MoECS has been looking for partners to expand the pilot schools since 20 are still too few to give a fair representation of the over 200 primary schools in Zanzibar. MKEZA CT and the MOECS –Special Needs Education Division used the already established criteria for selecting the 20 pilot schools to select an additional 10 (5 Unguja and 5 Pemba) for MKEZA CT/JPKF to work with. The schools were selected on the basis of high concentration of pupils with disabilities in non-pilot schools which do not have a special education unit (see Table 1).

*Table 1. Number of children in MKEZA's pilot Inclusive Education Schools*

Name of School	Island	Boys	Girls	Total
Makoba Msingi	Unguja	602	591	1193
Kidogo Chekudu "B"		802	889	1691
Kisauni primary		370	355	725
Chwaka primary		266	265	531
Mtopepo primary		1107	1158	2265
<b>Sub-total</b>		<b>3147</b>	<b>3158</b>	<b>6405</b>
Ngwachani primary	Pemba	516	490	1006
Gando primary		378	299	677
Sizini primary		418	343	761
Pondeani primary		371	336	707
Ole primary		642	625	1267
<b>Sub-total</b>		<b>2325</b>	<b>2093</b>	<b>4418</b>
<b>Grand Total</b>		<b>5,472</b>	<b>5,251</b>	<b>10,823</b>

Following the assessment conducted in August, JPKF/MKEZA CT organized two concurrent 4-day workshops on Inclusive Education for teachers on 24th-27th September 2005 on both Islands of Unguja and Pemba. The participants at these two in-service training workshops were five teachers and the head teacher of the 10 new schools. The opening ceremony of the Unguja workshops was

conducted by Mr. Shaaban Salim Mohammed, Head of the National Teachers Resource Centre (NTRC) in Zanzibar together with Ali Suleiman from the Division of Special Needs Education, MoECS. The Unguja workshop was attended by 31 participants, including 13 males and 18 females.

In Pemba, the workshop was opened officially on 26th September 2005 by Bi Maryam Yussuf, Commissioner of Education. Thirty-two participants, including 16 males and 16 females were present.

Three modules were developed for the training, they include: (1) Introduction to Inclusive Education; (2) Educational Assessment and Intervention Measures for Children with Special Needs, and; (3) Behavior Management Strategies for Children with Special Needs in an Inclusive Setting. These modules were reviewed during the training by incorporating feedback from participants and are currently being finalized.

#### *Policy impact on disability*

While not originally planned, MKEZA's work in disability has uniquely placed it to inform policy decisions around the area of disability. The Zanzibar Disability Act is a comprehensive civil rights act for people with disabilities which was introduced in the last Parliamentary session, but not enacted. Therefore the timing was such that there was opportunity to suggest changes to the language of the Act. Ms. Virginia Knowlton of JPKF is an attorney who specializes in disability law and was in Zanzibar during this period. She suggested improvements for strengthening the protections and rights for those with disability.

### **3.4 Objective 4: Provide support and encouragement to girls to increase access to quality education**

#### *Support awareness-raising among all stakeholders on gender and girls' access to quality education*

NGORC has been working to develop the capacities of the 10 CSOs to develop a plan for promoting education for the girl child. Girls' education remains an important aspect of all trainings and workshops conducted with CSOs. During the quarter, 10 CSOs have submitted drafts regarding their strategic plans to support girls' education to NGORC for feedback. Already, 3 CSOs from Unguja (ZACA, CHNGAMOTO and The ELITE club) and three from Pemba (PIRO, ZIA and OLE) have integrated this component in their plans and implementation of activities to promote girls' education is ongoing.

#### *Develop gender sensitive modules in ASTC curriculum training.*

The ASTC unit regarding gender is currently being written. It is scheduled to be included in Module 5 of the training program. However, gender issues are addressed in the reflective process during other modules as trainees are asked to make observations in their reflective journals that relate to participation of male and female students in their lessons.

#### *Provide support to MoECS that will assist them to deliver on their priorities on gender*

##### *(a) Undertake joint study tours to mainland*

As a follow-up to the Gender workshop conducted by MKEZA in June 2005 for Senior Ministry Officials, MKEZA facilitated the participation of MoECS Focal Points Persons on Gender and HIV/AIDS and the Forum for African Women Educationalists (FAWE) National Coordinator to attend a Gender Festival in Dar es Salaam. This was organized by Tanzania Gender Networking Program (TGNP) and took place from September 6-9, 2005. The festival provided participants with broader skills and capabilities for planning and programming of activities for girls' education. In addition, staff members were provided with an opportunity to share their experiences, sharpen their



skills and capacities, network and establish further linkages to enhance gender and the skill base within the MoECS.



Girls conducting a biology experiment as part of the Girls' Science Camp held September 26<sup>th</sup> - 30<sup>th</sup> in Pemba

*(b) Girls Science Camp 26-30 September 2005, at Fidel Castro Secondary School, Chake Chake Pemba*

FAWE staff, in collaboration with the CT organized a Girls Science Camp in Pemba at Fidel Castro Secondary School, from 26-30 September 2005. This was attended by 48 participants, including 5 girl representatives and one teacher adviser from each of the eight selected secondary schools in Pemba. The camp focused on science practical work activities and hands-on experiences in different lab equipment and experiments. It also provided some leadership training which paved the way for the organization of school Science Clubs. An Interim Regional Science Club was formed and tasked to follow-up the organization of School Science Clubs from among the participating schools.

MKEZA brought USAID closer to the project beneficiaries by inviting the Mission Director, Pamela White and the CTO Tom Bayer to this camp. The CTO expressed apologies for not being able to attend but expressed support for this forum. This message was delivered by the MKEZA Acting Chief of Party. The opening ceremony was graced by the Commissioner of Education, Bi Maryam Yusuf and key MOECS officials including the Chairperson of FAWE as well as MKEZA facilitators.

The CT also designed and implemented an action research activity at the science camps. This was done in order to determine if the target group of the camp had indeed participated as well as whether the expected, immediate results of the camp were achieved.

#### 4.0 PARTNER DEVELOPMENT AND CROSS-CUTTING THEMES

##### (a) MKEZA partner development

###### *MKEZA Partner M&E training*

Staff from all MKEZA projects partners attended a three-day (20<sup>th</sup> – 22<sup>nd</sup> September 2005) capacity-building workshop on monitoring and evaluation. The training focused on the development and use of results frameworks, data analysis and PMP development and implementation. The training was organized by AKF's School Improvement Regional Research Programme in the region. The MKEZA Monitoring and Evaluation Officer facilitated sessions on the PMP development, implementation and review during the training. Based on this training MKEZA has begun the process of its PMP review and the reviewed PMP will be ready by November 2005. Among the participants, 10 were from the MKEZA partner projects.

The Monitoring and Evaluation Officer for NGORC was sponsored to attend a 2- week training programme on basic M & E concepts and tools which was held in Arusha at the Training Centre for Development Co-operation.

TAP core teachers visited Dar es Salaam to conduct research on textbooks for TCs. They met with representatives from the key publishing houses in Dar es Salaam, namely, Oxford and Longman publishers and with the Tanzania Institute for Education.



## **(b) MKEZA Program Review**

### *USAID Mid-Term Review*

USAID carried out a mid term evaluation of the USAID/Tanzania-funded MKEZA education program. The purpose was to gauge the achievements made by the program so far and to provide strategic options for support beyond May 2006. The review team was comprised of Aleta Williams and Sharon Mangin Nwankwo (USAID Washington), Cheryl Danley (USAID Consultant), Halima Hashi (USAID Tanzania), and Davis Bagenda (USAID accountant). The review team met with the Minister of Education, Culture and Sports, the Principal Secretary MoECS, the MKEZA projects and other key actors and projects. The review team visited both Unguja and Pemba Islands. They met with beneficiaries, including ASTC Trainees, PDC Trainers, CSO's and communities. The review team presented their findings to the USAID Tanzania Mission before returning to the U.S. Among the preliminary recommendations from the review team was that MKEZA develop and fill USAID indicator reference sheets. The MKEZA M&E officers are currently doing a Performance Monitoring and Evaluation (PME) review to reflect these changes and share it with AIR and USAID in November 2005. Another concern was raised around branding USAID at the grassroots. AIR and AKF are working to ensure the USAID is duly recognized, including the hiring of a communication officer, strategic marketing of the project, inviting USAID staff to functions, and ensuring greater visibility USAID branding (logo, etc) at events.

### *AKF Mid-Term Review*

A mid term evaluation was undertaken to review the project progress to date and review ways for improvement. The midterm evaluation had not met all of the standards and expectations explicitly defined in the Terms of Reference but the MKEZA team is strategizing the next steps for building upon the review.

## **5.0 MANAGEMENT INFORMATION**

### *Project Directors Meetings*

MKEZA organized two Project Directors' meetings during the quarter; the first was held on 18 August 2005 in Zanzibar and the second on 29 September 2005. The key highlights of the first meeting were on project updates and specific inputs on programmatic areas and reflections on MKEZA PME in preparation of the USAID review. It was also agreed that NGORC and TAP work closely particularly on the CDCs and the SMCs training as the two projects have activities that target the same group. TAP highlighted the need for furniture in Teacher Centers. MKEZA has provided TCs with audio visual equipment, and has been asked to explore if it would be possible to provide TCs with tables and chairs in training rooms. TAP has projected that current the teacher trainee cohort undertaking ASTC will need until 2008 to fully complete the course.

The second meeting covered the new marking rules for USAID Awards, feedback on the two reviews (the ones commissioned by AKF & USAID); and contingency planning during elections in Zanzibar.

### *Partner Project Budget meetings*

Budget meetings were held with all partner projects to track under spending and to help partners understand how to maximize the use of under spent funds on a project-by-project basis. MKEZA Officers and AKF (T) held a series of individual meetings with individual projects in August to finalize individual projects' budgets. A number of issues were clarified during the budget meetings. Partners were advised that funding for activities that have not been completed by April 2006 (the end of the USAID current funding) will need to be incorporated within the 2006 AKF core budgets.

*General Elections for Tanzania/Zanzibar*

There will be an election in Tanzania/Zanzibar on 30 October 2005. Elections have caused significant tensions in Zanzibar in the past and there have already been a series of altercations between the *Chama Cha Mapenduzi* (CCM) and the *Civic United Front* (CUF) in anticipation of the elections. The Mission identifies the safety of implementing partners as a top priority, and there is foreseen possibility for slowing down project activities prior to and after elections as well as closure of offices.

**6.0 ORGANIZATIONAL LINKAGES AND STAFFING***Zanzibar International NGO Forum (ZINGOF)*

ZINGOF conducted one day meeting during the reporting quarter. The key issues at the 28 September 2005 meeting held at the SC-UK Office were security, allowances for government employees and information sharing. On security, International Committee of the Red Cross (ICRC) and Medicines Sans Frontiers (MSF) reported that their agencies are increasing presence on the ground with core staff such as surgeons and doctors to medical care and protection during the elections. The forum shared election alerts from the agencies. The British High Commissioner, Dar Es Salaam has issued an information bulletin prepared for various scenarios for the safety of British Residents.

Government of Zanzibar (GoZ) has revised its allowances upwards in a recent circular. This has implications on projects as most agencies working with government pay government rates for officials invited to participate or support project implementation.

*USAID Tanzania Mission*

The CTO for MKEZA, Ms. Halima Hashi, left USAID/Tanzania Mission in August 2005. Mr. Tom Bayer is serving as the alternate CTO for the MKEZA project. This arrangement is very pragmatic and has ensured smooth implementation of the MKEZA project. There have also been high level visits organized by USAID and MKEZA to the project which has increased the MKEZA profile both nationally and internationally.

*AKF Tanzania and East Africa*

AKF Tanzania and East Africa have increased involvement in the MKEZA project. The offices have participated in the budget meetings, organized trainings and given encouragement to projects, including support to MKEZA in the PMP planning in preparation for the USAID review. The regional Finance Oversight, Regional Education Officers and the Monitoring and Evaluation teams have had a positive impact on the project.

*MKEZA Chief of Party*

The Chief of Party (COP), Mr. Bruce Downie, did not continue with the MKEZA project at the end of his one year contract on July 31, 2005. Mr. John Ekaju, a MKEZA Program Officer was delegated by Mr. Arif Neky, AKF East Africa Chief Executive Officer to act in this position on an interim basis to provide overall coordination of activities in special collaboration with MoECS and the partners. By having an internal candidate, there was a smooth transition and implementation was not adversely affected by this change. The vacancy for COP was advertised, and interviews held. Mr. John Ekaju was selected and approved to serve as the COP. In addition CT, ZMRC and NGORC each got an International Development Management (IDM) intern from the Aga Khan Foundation Canada. The interns have been involved in various activities at program level ranging from monitoring and evaluation, compiling of success stories and implementation activities.

### *New Staffing Needs*

The Terms of Reference for six positions at the MKEZA core team office have been developed and advertised. New staff will come on board during the next quarter. The following staffing needs are foreseen: 1) Project Accountant; 2) Accountant Assistant; 3) Administrative Assistant; 4) Communications Officer; 5) Project Driver; 6) Driver and Cleaner. The first three positions are for administrative and financial support during the project Phase Out period, as there is an increased volume of documentation of invoiced expenses from projects before closure. The Administrative Assistant is needed to cover for Ms. Fatma Buddah, who will take her maternity leave from the first week of the next quarter. The Driver and Cleaner will be assigned to the new project sub-office in Pemba.

The Communications Officer post was designed to address USAID concerns around branding. The communications officer will ensure effective design, production and dissemination of MKEZA project information, presentations, brochures, briefs, newsletters and success stories as well as the marketing of USAID as the project funder. The Communications Officer is also responsible for providing content to the MKEZA website as well as editing documents and packaging them for dissemination so as to create publicity of the MKEZA USAID funded project around key events and achievements. The Communications Officer will also ensure optimum use of the audio visual equipment for educational technology (TVs, Videos, etc.) for the staff at the Teacher Centers supplied under MKEZA project.

TAP will employ a Monitoring and Evaluation Officer to support project tracking and oversight for the TAP project activities.

## **7.0 VISITORS TO THE PROJECT.**

*22 July 2005:* Meeting with CARE TZ, USA- Present: Thabit S. Masoud, Zanzibar Area Representative CARE Tanzania, Sarah Bouchie, Basic and Girls' Education Unit, Acting Director CARE USA; Lauren Hendricks, Director Economics Unit CARE USA; Blastus Mwizaubi, Education Sector, CARE Tanzania; Anne Healy, Intern CARE Tanzania; and John Ekaju, MKEZA. Discussions were around areas of possible collaboration between the two agencies. Both MKEZA and CARE have channeled support to Changamoto Life Preservation Fund, an NGO involved in the promotion of Education. Follow-up action is to discuss with CARE about a meeting between Action Aid and MKEZA to explore possibilities of encouraging/organizing networking for Zanzibari CSOs.

*22 July 2005:* Meeting with Global Environment, and Technology Foundation and Africare Present: Lea E. Swanson, Principal, Global Environment & Technology Foundation, (GETF) USA; Deogratius Peter, Grant Manager, Africare, Tanzania, Martin Omukuba, MKEZA, John Ekaju, MKEZA. GETF expressed interest in building communities of interest and partnerships to share environmental best practices in order to achieve sustainable development, primarily in the water and energy sectors. This was a fact finding mission for GETF to explore possible areas for collaboration. GETF thought MRC was a possible partner to associate with in the future work because of the potential connections through HIV AIDS components, pre schools, teachers, and play areas.

### *20 September 2005: Visit by US Ambassador to Tanzania*

The new US Ambassador to Tanzania, Michael L. Retzer, visited Zanzibar and devoted 20th September 2005 to familiarize himself with the MoECS key officials and MKEZA. The Ambassador retraced the sites earlier visited by the US First Lady, Laura Bush, to deliver a message from her and to reiterate USAID support for the children of Zanzibar. He visited Madrasa Al Rahma in Kidimini, accompanied by Mohammed Bhaloo, Chairman MRC, Seth Oguti, AKF Regional Education Officer, and John Ekaju, MKEZA Acting COP. The ZMRC Project Director took the Ambassador around to observe classroom practice and children in their outdoor play areas. The Ambassador commended

teachers' ability to improvise using locally available materials. The Ambassador had a chance to talk to teachers and SMC members. He acknowledged their efforts in the development of their children.

The US Ambassador met H.E. President Aman Abeid Karume at State House, Zanzibar. He also met Honorable Haroun A. Suleiman, Minister of Education and Abdulhamid Y. Mzee, Principal Secretary MoECS at the Ministers Office together with Tom Bayer, Governance and Democracy Team Leader at the USAID Tanzania. The Ambassador visited the Nkrumah Teachers Training College and later the Kiembe Samaki Teacher Centre, where MKEZA Core Team made a presentation on behalf of all MKEZA partner projects.

The Ambassador then visited Kiembe Samaki Secondary School to see textbooks and lab equipment procured by AIR/MoECS using the USAID grant under MKEZA and to see how these are benefiting students. He also visited The State University of Zanzibar (SUZA).

The US Ambassador hosted Arif Neky AKF, Chief Executive Officer AKF East Africa, Aryn N. Bapoo, Programme Coordinator, Aga Khan Development Network (Tanzania) for lunch at the Serena Hotel. The Honorable Minister of Education, the Principal Secretary, MoECS, the USAID Political Officer and the USAID Democracy and Governance Officer and the MKEZA Acting Director joined the Ambassador for lunch. The Ambassadors' visit was covered fully by press, TVZ Zanzibar and local papers.

## **8.0 CHALLENGES ENCOUNTERED**

- Government teachers and officials have financial expectations when called for a workshop/meeting. This causes their attendance to reduce after the first meeting since it is not ZMRC's policy to provide allowances during training or meetings. However, ZMRC is engaged in dialogue in order to resolve the issue. Also, they have started stating in the letter of invitation the roles and responsibilities of ZMRC for such events so as participants agree to attend voluntarily.
- CSO members expressed concern over the political environment in Zanzibar and raised concerns over the possible challenges they might encounter during their interactions with SMCs and the community in the coming months when the election frenzy is at its peak. It was suggested that NGORC, as a trusted actor, should introduce the CSOs to MoECS who in turn would do the same for the CSOs in their community in order to enable them have easy access without fear in the communities they work with.
- During interventions, CSOs noted that the number of teachers with SNE training were too few and recommended that there should be a concerted effort to provide qualified teachers in the special needs education arena for every school. This would encourage parents to take their children to school knowing that their children's safety would be assured. MKEZA, in collaboration with JPKF, are training more teachers in the 10 pilot schools in an effort to address this challenge.
- There were difficulties in the coordination of ZAPDD and MKEZA supported activities for inclusive education within the MoECS. While at country level there has been interest for the two partners to coordinate the implementation of activities, the ZAPDD's major donor organization in Norway has been slow in responding to an official request by MKEZA to establish a working mechanism. Consequently, it has been difficult for the Special Needs Education Division to effectively implement MKEZA activities. MKEZA has started discussion with the deputy commissioner of education who is in-charge of special needs education to establish a forum of NGOs operating in the area of special needs so as to improve coordination and sharing of information.

- While the MOECS has embraced the strategy of inclusive education as a means of achieving Education for All (EFA) and the Millennium Development Goals, inadequate and often times lack of teaching and learning resources is a major challenge to teachers, pupils and development partners. It has been very challenging for in-service trained teachers to practice what they learn in the workshops due to lack of teaching and learning materials that are appropriate for pupils with diverse learning needs.
- Large Classes hinder effective implementation of inclusive education approaches to teaching and learning. In Zanzibar, primary schools have as many as 60+ (on average) pupils. Since the majority of the teachers in the selected pilot schools have such large classes and lack teaching materials and reference books, they find it difficult to pay the necessary attention to pupils with special education needs. MKEZA, in collaboration with JPKF has introduced improvisation of teaching and learning materials for the teachers in the 10 pilot schools. Also the training modules on inclusive education have strategies and approaches of inclusion in large classes.

## 9.0 LESSONS LEARNED

1. ZMRC and MKEZA have learned that consistent visits to Madrasa, particularly the graduate schools, is important because it motivates teachers and also helps them to identify strengths and weaknesses so as to improve overall performance. These visits will ensure that the benefits already realized in the graduate schools are sustained while at the same time the capacity of the Zanzibar Madrasa Association is built in order to take on the role of supporting the graduate schools in future for sustainability.
2. ZMRC has also noted the need for parents to be involved in the ECD program in a comprehensive manner. However, involvement of parents is more effective when it includes broader ECD concepts, such as nutrition, hygiene, and extending learning to the home environment. Currently ZMRC is introducing these expanded concepts in order to ensure full participation of parents in the ECD program.
3. The use of creative approaches in the improvisation of instructional materials using locally available materials is one of the key strategies that needs to be aggressively promoted. MKEZA CT has facilitated sessions on this topic for ASTC and the inclusive education modules covering aspects of improvisation of teaching and learning materials. The Trainees who have undergone the induction program of the ASTC Course, particularly in the improvisation of locally made visual materials, showed an extreme interest in the use of low cost instructional materials because they found out that these materials make the delivery of the lesson easy not only for the students but also for the teacher. It was realized that this kind of training should not only be extended for the in-service teachers but also for the pre-service teachers in order to address the gap between the PRESET and INSET. With this in mind, MKEZA Core Team, through the PDC program, conducts lessons on low cost/no cost instructional materials for the 27 Diploma Students at the Nkrumah Training Teachers College (NTTC) to prepare these pre-service students to acquire skills in making and using visual aids in classroom teaching.
4. During the implementation of Girls Science Camp in Pemba, FAWA found out that the girls expected to be given a certificate of participation in recognition for actively participating in the science camp. This recognition would boost their morale and assure them that their performance is being recognized and appreciated by the teachers, facilitators and organizers and provide future reference. MKEZA and FAWA are agreed to provide the girls and

- teachers who attended the science camp with reference for their participation. This will be done for future girls' science camps.
5. For a holistic impact, MKEZA interventions on the cross cutting theme on HIV/AIDS should be closely linked and complimentary to the MoECS HIV/AIDS policy. However the main challenge is that there is no policy in place and any strategic plan for mainstreaming HIV/AIDS activities into the Ministry's core functions should therefore prioritize support to the development of a policy or identifying means of enhancing capacity of senior officials and Focal Point Persons in MoECS in preparation for this process.

## 10.0 SUCCESS STORIES

### CELEBRATING OUR SUCCESS A STRONG BASE FOR ACADEMIC SUCCESS:



#### (a) The story of a community's commitment to education

Paje is a small rural community on the east coast of Unguja Island in Zanzibar, Tanzania. Today, with two Madrasa preschools, a primary school, and a secondary school, Paje is an exemplary testament to the positive impact of community participation in comprehensive education initiatives. More specifically, the two Madrasa preschools, both operating since 1993, demonstrate the contribution of early childhood development to both the academic success of students and community commitment to education.

The two Madrasa preschools in Paje, Madrasa Muawanat and Madrasa Answariya were started in 1993. Zanzibar Madrasa Resource Centre encouraged traditional Madrasa teachers to attend training at ZMRC in order to expand on traditional Quranic education and focus on active learning and primary school preparedness. Madrasa Muawanat started with three teachers and 45 children, while Madrasa Answariya started with four teachers and 60 children. Through the years, with the assistance of community members, fees collected from parents, and a donation from local businessman Naushad Mohammed, both schools have constructed permanent structures, established permanent fenced outdoor play areas, and created a plethora of learning materials. Currently, enrollment at both schools is at maximum capacity, with 92 children at Madrasa Muawanat and 65 children at Madrasa Answariya. Teachers and school management committee (SMC) members attribute the sustainability and success of these schools to continuous community mobilization and parental involvement. SMC member, Mr. Issa Khamisi Issa, explained that “frequent community meetings increased awareness about the importance of early childhood development”, and this increased awareness created support for the schools through fee payment, contribution of materials, and parental involvement. The head teachers from each of the preschools, Ms. Asia Sulieman and Ms. Zulefa Mussa Kipatu, said in the past teachers had to ask parents to send their children to preschool, whereas today, the schools cannot accommodate all the children who wish to enroll. They attribute this change to the community's understanding of the importance of early childhood development as a foundation to the education system. The preschools have been so integrated into the village education system that teachers begin primary school enrollment at the Madrasa preschools.



*One of the classrooms at Madrasa Answariya, equipped with learning materials and arranged to encourage active learning.  
Photo by Inbal Alon.*



*The Paje Secondary School. Photo by Inbal Alon.*

The impact of the Madrasa preschools is evident beyond the success of the two preschools. Through a focus on giving children an early start and a strong basis for future studies, integrating children into primary schools, and building community commitment to education, the Madrasa preschools have contributed to government efforts to improve access to education in rural areas and academic

performance of students in rural areas. In the past, few students from Paje advanced beyond Form 2 of secondary school, as they had to travel far to attend classes, and very few passed the compulsory exams to advance to Form 3. In 2003, the secondary school in Paje expanded to include Form 3. This year, all 23 students from the Form 2 class in Paje passed the compulsory exam and joined 44 other students from neighboring villages, Bwejuu and Jambiani, in the Form 3 class. Approximately 50% of these 23 students attended one of the Madrasa preschools in Paje.

Form 3 student, Mr. Ali Abdalla Abdalla, expressed, “I gained a lot in preschool. The teachers helped prepare me for lower primary school, which made it easier to cope there, perform well, and continue with my education.” Six other students, who attended the Madrasa preschools and are now in Form 3, expressed their dedication to complete secondary school and advance to university to become businessmen, managers, lawyers, teachers, and doctors. The students expressed that despite challenges along the way, such as large classes and lack of text books, their community’s commitment to education has kept them motivated.

*By: Mohammed Khamis [ZMRC Community Development Officer] and Inbal Alon [Junior Program Officer]*

## **(b) Enabling the disabled:**

### **The story of a community working together to make education accessible**

Riziki Emmanuel is a 5-year-old girl from a non-Muslim family in the village of Kiboje, in Unguja Island, Zanzibar. She is physically disabled and cannot walk nor use her legs. She lives in a remote part of the Kiboje village with her parents and two younger siblings. The family supports Riziki by carrying her places and creating areas in the house where she can crawl on the floor or lean on objects for support, but has been unable to afford neither medical treatments at the hospital, nor an auxiliary apparatus to help Riziki move on her own. Riziki’s parents, Thomas Emmanuel and Klemensia Koa, had heard on the radio the importance of sending disabled children to school, but as farmers, they did not have the time or money to take Riziki to and from the nearest school, in the neighboring village. As a result, Riziki used to stay at home most days, isolated from other children and the community, and her mental development was slow compared to her age.

Riziki’s life changed when the Kiboje community was mobilized and partnered with the Madrasa Resource Centre, under Mradi wa Kuendeleza Elimu Zanzibar (MKEZA), to open a community-owned preschool. The relative proximity of the Madrasa preschool enabled Riziki’s parents to take her to preschool. Since the school opened a year ago in 2004, Riziki’s father has brought her to the preschool everyday on his bicycle. Being in school has helped Riziki tremendously. She is now able to socialize with other children and adults. Before Riziki attended preschool her family thought she also had a mental disability, due to her lag in intellectual development. Teachers at the Madrasa preschool, Ms. Zireidi, Ms. Mayasa, Ms. Hadia, Ms. Mgeni, Ms. Subira, and Head Teacher Ms. Mossi, have been using active learning methodologies to stimulate Riziki’s development, and she has been flourishing. Riziki can now count, sing songs, narrate stories, and draw pictures. Ms. Klemensia Koa, Riziki’s mother, noted this positive change: “She is very intelligent, and even when alone at home she plays and practices songs taught at the preschool.”



*Riziki looking through a magazine at school. Photo by Abdalla Mjaka.*



Teachers at the preschool were trained on inclusive education at the Madrasa Resource Centre; they support Riziki by carrying her outside to play with other children during playtime in the daily routine, or use the toilet. ZMRC Lead Trainer and teachers' mentor for the Kiboje Madrasa preschool, Mr. Abdalla Mjaka, is proud of the teachers for their support to Riziki. He has been working with the teachers to develop special materials for Riziki, providing materials such as magazines and colored pencils for Riziki to continue learning at home, and has linked with her parents to discuss their child's development and needs and importance of nutritious food. As a result of these interactions, the Lead Teacher at the preschool, Ms. Mayasa, has taught Riziki's parents some exercises to strengthen Riziki's arms and has helped the parents to begin the registration process with The Organization of People with Disabilities, a local NGO, for receiving financial support to accommodate Riziki's disability.

The positive impact of education on Riziki's life has inspired her parents, teachers, community members, and MRC staff to continue supporting disabled children in an inclusive manner. Riziki's parents hope to send her to primary school in the future. The teachers at the Madrasa preschool have expressed interest in receiving more training on inclusively meeting the needs of disabled children. Mr. Mjaka explained that this positive experience has made him more comfortable to support teachers to work with disabled children and has re-emphasized the importance of maintaining staff capacity to train all preschool teachers on inclusive education to meet the needs of all children. Mr. Thomas Emmanuel, Riziki's father, concluded that access to preschool education has improved Riziki's condition and quality of life. "She reminds me every morning to take her to school because she enjoys learning and interacting with other children." Riziki may not be able to move on her own, but her story has inspired many people to assure that disabled children are not left behind.



*Riziki's father, Thomas Emmanuel, second from the right, at the Kiboje Madrasa Preschool during a parent support group meeting. Photo by Abdalla Mjaka.*

*By: Abdalla Mjaka [ZMRC Lead Trainer] and Inbal Alon [Junior Program Officer]*

## 11.0 PLANS FOR NEXT QUARTER

MKEZA will continue implementing activities as per the year two annual implementation plan. The following table shows the activities that will be carried out by MKEZA components in the quarter covering October – December 2005.

**MKEZA OCTOBER-DECEMBER 2005 ACTIVITY PLAN**

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				Oct	Nov	Dec
Project Objective: To improve the quality of learning in Zanzibar						
Activity area A: Staff hiring and office set up and awareness activities						
Activity area B: Strengthen educational policy and practice						
B.1	Policy implementation program					
	1	Provide technical support to MOECS on the establishment and progress of the policy implementation program that is intended to follow the adoption of the new education policy	CT			
	2	Provide technical support to MOECS on the integration of practice throughout the system based on the experience of activities within the MKEZA project	CT			
	3	Provide technical support to on the integration of effective responses to cross cutting themes such as HIV/AIDS, gender and disability	CT			
	4	Explore and identify other areas for future program activity that could strengthen the quality of education in Zanzibar	CT			
B.2	Support of MOECS HIV/AIDS initiatives and activities					
	1	Train MOECS focal point staff for HIV/AIDS in program development and Monitoring and Evaluation	CT			
	2	Coordinate action research on the role of health clubs in HIV/AIDS sensitization in selected schools	CT			
	3	Train HIV/AIDS patrons in selected schools				
B.3	Strengthen MoECS's capacity in addressing the needs of children with disabilities					
	1	Support MOECS and SNE NGOs to develop an advocacy strategy for policy/decision makers for improved SNE implementation	CT			
	2	Encourage greater commitment to HIV/AIDS issues on the part of senior decision makers	CT			
B.4	Support MOECS initiatives to promote girls education					
	1	Support career day events in selected schools to improve girl's awareness and participation	CT			
Activity area C: Capacity building for MKEZA partners.						
C.1	Staff development training activities					
	1	Participate in ECD networking activities in Tanzania	MRC			
	2	Coordinate activities in setting up ECD working group in Zanzibar	MRC			
	3	Participate in public debate forums	MRC			
	4	Hold board meetings	MRC			
C.2	Project monitoring and evaluation activities					
	1	Monthly monitoring and feedback sessions	All			
	2	Quarterly reviews	All			
Objective 1: Support the improvement of instruction and learning in Secondary schools						
Activity Area 1: Equip secondary school classrooms and teachers with learning/teaching materials and supplies						
1.1.1	Upgrade secondary school and teacher training science labs with modern, locally purchased lab material					
	1	Monitor equipment distributed to schools	MoECS /AIR			
1.1.2	Provide adequate number of text books for secondary students enrolled in secondary school in sciences, math, and English					
	1	Monitor books distributed to schools	MoECS /AIR			
Activity Area 2: Support improved instructional capacity						
1.2.1	Develop and Review the ASTC curriculum					
	1	Review and update the ASTC curriculum (after baseline)	TAP			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				Oct	Nov	Dec
	2	Asses the level of English integration in ASTC	TAP			
	3	Develop Civics curriculum for ASTC	TAP			
1.2. 2	Develop modules & materials (for physics, chemistry, biology and civics) which includes module on creation and use of locally made materials					
	1	Develop and pilot test materials	TAP			
1.2. 3	Carry out ASTC TOT for NTTC, NTRC and TCs					
	1	Deliver TOT ”Teacher Education”	PDC			
	2	Conduct educational technology training for NTRC and TC staff	TAP			
	3	Conduct Librarian training for NTRC and TC Librarians	TAP			
1.2. 4	Delivery of ASTC to improve capacity of secondary school teachers					
	1	ASTC for Biology, Chemistry, Physics, math and English	TAP			
	2	Conduct Action research on Secondary schools student’s attitudes on Science and Math.	TAP			
1.2. 5	Assist NTTC in strengthening certificate and diploma courses					
	1	M.ED at AKU-IED	PDC			
Activity Area 3: Strengthen Secondary School Management						
1.3. 3	Train School heads to improve their school management and teacher mentoring functions					
	1	Head teachers training	TAP			
	2	Support NTTC/NTRC staff through mentoring.	TAP			
	3	SMC training for secondary schools	TAP			
	4	Conduct short courses in Leadership and Management for education managers (REOs, DEOs and Head teachers)	PDC			
Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn						
Activity area 1: Equip primary school classrooms with inputs needed for effective teaching and learning						
2.1. 1	Equip primary with appropriate text books from class I-III					
	1	Develop class1-III Math and English textbooks	AIR			
	2	Deliver textbooks to schools	AIR			
Activity Area 2: Enhance teacher confidence and ability in teaching						
2.2. 1	Support TC to more effectively fulfill their role at the primary level by providing support in –service mentoring to TA					
	1	Design mentoring module for TOT training	PDC			
	2	Train NTRC staff in the mentoring module developed above.	PDC			
2.2. 2	CEP Science to include designing and development of materials for TCs & teachers in science - 9 schools					
	1	Develop and test module for INSET and PRESET primary teachers on how to make locally made materials for science classes	PDC			
	2	Conduct follow up with CEP trainees	PDC			
	3	Conduct short course for science primary teachers	PDC			
2.2. 3	Facilitate MOECS to assess the in-service needs of math, English and science teachers					
	1	Capacity building of Nkrumah through understudies	PDC			
Activity Area 3: Strengthen Secondary School Management						
2.3. 1	Training of SMCs and CDCs					
	1	Conduct organization development interventions (assessment, module development,	NGORC			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				Oct	Nov	Dec
		training and follow-up) with 10 CSOs based on TNA				
	2	Produce a newsletter to inform CSOs and MOECS about issues related to education (particularly around school management, children with disabilities, and girl's education)	NGORC			
	3	Train 30 CSO trainers on the modules developed to improve school management at the secondary and primary level	NGORC			
	4	NGORC back-up support to CSO trainers in communities	NGORC			
Activity Area 4: Facilitate early learning readiness						
2.4.1	Train 100 teachers in 20 new schools					
	1	Conduct Saturday training through centre-based workshops	MRC			
	2	Provide school-based support and mentoring	MRC			
	3	Support teachers to work with parents through regular visits	MRC			
	4	Assess teachers for certification purposes	MRC			
	6	Support SMCs to consolidate financial and administrative record books	MRC			
	7	Support SMCs to increase and refine play equipment and materials in schools	MRC			
	8	Conduct monthly training through centre-based workshops	MRC			
	9	Provide school-based support and mentoring	MRC			
	10	Support SMC members to work with parents and other community members through regular visits	MRC			
	11	Assess SMC members for certification purposes	MRC			
2.4.3	Train teachers in 20 graduate communities to monitor, observe, write and share learning outcomes					
	1	Carry out training for teachers in monitoring learning outcomes	MRC			
	2	Support teachers in schools to observe and write learning outcome reports	MRC			
	3	Support teachers in schools to share learning outcome reports with parents	MRC			
	5	Track ECD children transiting into primary schools	MRC			
	6	Carry out training for community resource teams (CRTs) in monitoring learning outcomes ( For Heads and Lead teachers as CRT members)	MRC			
	7	Support CRTs in schools to observe and write performance reports of their schools	MRC			
	8	Support CRTs in schools to share school performance reports quarterly with SMCs, teachers and parents	MRC			
	9	Assess CRTs for certification purposes	MRC			
	10	Madrasa Associations visit schools quarterly to observe learning outcomes and active learning	MRC			
	11	Design action research on strategies for parent support groups effectiveness	MRC			
2.4.4	Provide follow-up support for teachers in 20 new communities on active learning methodologies and parent support					
	1	Follow-up with teachers to support them in practicing active learning and working with parents	MRC			
	2	Collect school monthly data	MRC			
	3	Follow up and support SMCs monthly to work with teachers, parents and communities towards sustainability of schools	MRC			
	4	Orientation of training for teachers and SMCs from 2 new communities.	MRC			
2.4.5	Provide follow-up support to teachers in 20 ECD graduate communities on learning outcomes and active learning					
	1	Follow-up teachers to support them in practicing active learning, assessing children in learning outcomes and working with parents in support of their children’s learning	MRC			
	2	Collect monthly school data	MRC			
	3	Follow up and support SMCs and CRTs to work with teachers, parents and communities	MRC			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				Oct	Nov	Dec
		towards continued sustainability of schools				
	4	Conduct National Endowment Steering Committee meetings	MRC			
	5	Conduct Regional Endowment Advisory Committee meetings	MRC			
2.4. 6	Provide follow-up support to 40 Post Graduate Support communities on active learning					
	1	Follow-up teachers to support them in practicing active learning	MRC			
	2	Collect monthly school data	MRC			
	3	Follow up and support SMCs to work with teachers and communities towards continued sustainability of schools	MRC			
2.4. 7	Mentor head teachers and lead teachers of pre-schools in quality assurance and school-based support					
	1	Provide follow up support to Head and Lead teachers to ensure that they practice quality classroom teaching and enrich the learning environment	MRC			
	2	Follow up support to head and lead teachers to ensure that they guide and assist other teachers in their schools	MRC			
	3	Signing MoU with MoECS and developing work plans for future activities.	MRC			
Activity Area 5: Facilitate HIV/AIDS awareness and activities to enhance children's participation in school						
2.5. 1	Develop a strategic plan of action for HIV/AIDS for MKEZA integrated with MOECS plans					
	1	Consult with stake holders, key experts and MOECS for ideas on how to improve MOECS response to HIV/AIDS	CT			
2.5. 2	Provide support in implementing MOECS priorities					
	1	Commemorate World Aids Day in collaboration with MOECS (1 December 2005)	CT			
	2	Conduct joint visits & study tours by MOECS focal points and Core Team in Tanzania mainland	CT			
	3	Collaborate with MOECS in disseminating the appropriate information & skills to target audiences through partners & MKEZA projects	CT			
Objective 3: Provide support to those children with disabilities to ensure a quality education						
Activity Area 1: Address major challenges faced by children with physical and cognitive disabilities						
3.1. 1	Identify major challenges faced with children with physical and cognitive disabilities					
	1	Meet children with special education needs in selected schools and communities to assess implementation of inclusive education	CT/ JPK			
	2	Review reports and studies written by MOECS, NGOs, academics, or other about children with disabilities in Zanzibar	CT			
	3	Support MoECS to procure and distribute learning and teaching materials for pupils with disabilities.	CT			
3.1. 2	Strengthen the capacity of the MOECS and NGOs to address the challenges identified in 3.1 above					
	1	Set up a resource file of literature around children with disabilities for NGOs, Government, or other actors to access	CT			
	2	Conduct follow-up of CSOs in the implementation of community awareness activities in Pemba and Unguja	CT/ JPK			
Activity Area 2: Work closely with MOECS to pilot test activities to better address challenges faced by children with disabilities						
3.2. 1	Identify and support interventions to address children with special needs as a part of other activities in the EQUIP1/Zanzibar program					
	1	Facilitate and coordinate work plans for NGO initiatives to works with MOECS to better address children with special needs	CT			
	2	Provide advice as required on the integration of special needs requirements into planned general education initiatives	CT			

PLANNED ACTIVITIES BY OBJECTIVE			LEAD NGO	Year 2005		
				Oct	Nov	Dec
	3	Conduct citizen forum/public debate on education and children with disabilities (in cooperation with 10 CSOs and MOECS)	NGORC /CT			
	4	Develop training module on training of CSOs about campaigning and advocacy around children with special needs	NGORC /CT			
	5	Train 10 CSOs on campaigning and advocacy for children with special needs	NGORC			
	6	Conduct research on the effectiveness of public forum as a tool for advocacy for children with disabilities.	NGORC			
<b>Objective 4: Provide support and encouragement to girls to increase access to quality to education</b>						
<b>Activity Area 1: Identify the potential to improve girls' access to education</b>						
4.1.1	<i>Identify barriers to girls' access to education in Zanzibar</i>					
	1	Work with MOECS to review past experience and current initiatives on gender in education	CT			
	2	Conduct workshop to identify possible strategies for implementation MKEZA gender priorities.	CT			
	3	Develop MKEZA strategic plan for gender	CT			
4.1.2	<i>Identify practical priorities for improvement of girls education</i>					
	1	Develop a MKEZA strategic plan of action for gender	CT			
	2	Conduct reviews on the draft MKEZA gender strategic action plan	CT			
		Participate in planning meetings with MoECS on issues of gender in Education	CT			
4.1.3	<i>Provide support to MOECS that will assist them to deliver on their priorities on gender</i>					
	1	Participate in workshop/training on gender mainstreaming focusing on education system.	CT			
	2	Undertake joint study tours with MOECS focal points on gender and program development in Tanzania mainland	CT			
<b>Activity Area 2: Support and test initiatives to promote girl's education</b>						
4.2.1	<i>Support awareness raising among all stakeholders</i>					
	1	Support the MOECS to sensitize the higher officials and teachers within the ministry	CT			
	2	Assist CSOs in making linkages with other partners or resources to deliver campaigns for education for the girl child	NGORC			
	3	Develop criteria and select partner CSOs to receive financial support for delivering girls' education campaigns	NGORC			
	4	Distribute financial support to partner CSOs for implementation of girl's education campaigns	NGORC			